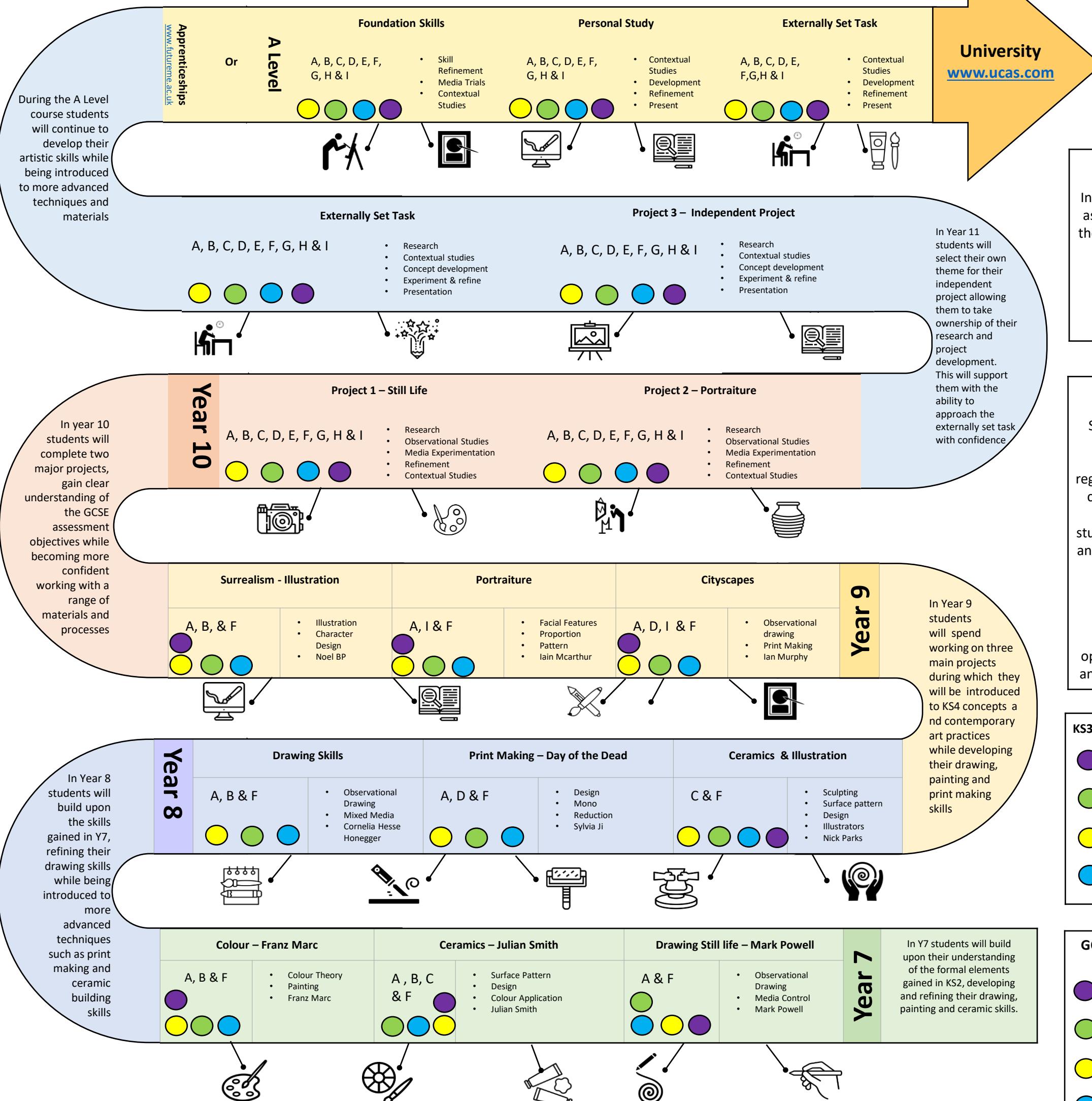
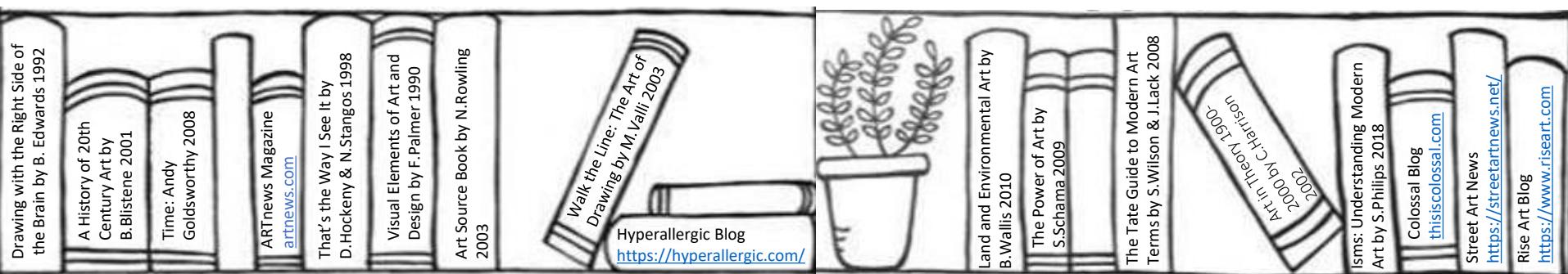


Art Learning Journey

Bishop Chadwick
Catholic Education Trust



Read like an Artist



Key Art Skills

- A Drawing
- B Painting
- C Ceramics & 3D Design
- D Print Making
- E Photography
- F Art History & Vocabulary
- G Digital Media
- H Textiles
- I Mixed Media



Art Learning Journey

“Every child is an artist. The problem is how to remain an artist once we grow up.” – Pablo Picasso



Art Narrative – Learning Journey

Our curriculum builds upon skills students have gained during their time in primary education, with our trust continuity project clearly mapping the skills and knowledge students will have accessed from EYFS to Y6. Throughout KS3 and KS4 students study a range of art disciplines which cover the key concepts including drawing, painting, sculpture, ceramics, photography and contextual studies. All units have time dedicated to career progression in the creative industries in order to ensure students are aware of how the skills they are learning are used in the wider world; which is an important aspect of providing a broad and balanced curriculum. The key concepts are revisited regularly as students progress each year, with new and advanced techniques being introduced at KS4 and KS5 to allow further development for those opting to continue with their Art studies at GCSE and A level.

Y7 – Observational Drawing, Painting & Ceramics

In Y7 students will review their understanding of the formal elements through a series of artist focused units. Initially they will work on their drawing skills while completing a series of still life studies inspired by the work of Mark Powell. Observation skills and control over materials are key aspects of this and are routinely discussed and built upon. Colour theory will then be revisited, with students refining their ability to mix and blend colours, while developing paint application and control. The work of Franz Marc will be studied and students will complete pastiche work in his style while learning about colour theory. Ceramics will be introduced via the work of Julien Smith, allowing students to gain experience working with clay, handling tools and applying surface pattern. Literacy and oracy skills are routinely built upon while discussing both their own work and the work of others. Students will look at the work of Mark Powell, Franz Marc and Julien Smith for their extended writing tasks, learning how to analyse the work of others and write like an artist.

Y8 – Observational Drawing, Print Making & Ceramics

In Year 8 students will build upon the skills gained in Y7, refining their drawing skills while being introduced to more advanced techniques such as reduction print making. Observational drawing skills are built upon in addition to more experimental techniques and materials being introduced. This allows students the opportunity to demonstrate their creativity and artistic style while applying the key skills of observation and control. Students will then be introduced to a range of traditional print making techniques, with the emphasis being upon process based art work and the use of craft skills. Health and safety practices and the correct use of materials and tools are key areas covered within the print making unit. Finally students will be introduced to ceramics, building upon their sculptural skills while looking at hand building, joining techniques and applying surface pattern. Literacy and oracy skills are continually developed through the form of class discussions and smart tasks. Students will look at the work of Cornelia Hesse Honegger, Sylvia Ji and Nick Park for their extended writing tasks, learning how to analyse the work of others and write like an artist.

Y9 – Observational Drawing, Print Making and Illustration

In Year 9 students will build upon the skills gained in Y7 & 8, refining their drawing skills while focusing upon scale and proportion. Observational drawing skills are built upon while looking at local architecture in our cityscapes project which will culminate in a series of prints. They will also spend time looking at the work of Ian Murphy, taking inspiration from his working style. Students will then be introduced to portraiture, learning about the proportions of the face while creating artwork linking to the theme of mental health. They will look at the work of Ian McArthur and develop their own unique outcome inspired by his artistic style. Lastly students will be introduced to the illustrative style of Noel Badges Pugh and spend time improving upon their painting skills while working with mixed media. Literacy and oracy skills are continually developed through the form of class discussions and smart tasks. Students will look at the work of Ian Murphy, Ian McArthur and Noel Badges Pugh for their extended writing tasks, learning how to analyse the work of others and write like an artist.

Y10 – Portfolio

Pupils start year 10 by extending their skills gained from Y7, 8 and 9 while developing a portfolio of work. Drawing, Painting, Print Making, Ceramics and Photography will all be revisited and built upon with the introduction of more advanced materials and techniques. Students will use their experience of materials and contextual knowledge from artists studied to inform their design choices while working towards the four learning objectives of AO1- Develop, AO2- Explore & Refine, AO3- Record and AO4- Present. A range of themes will be investigated including Coasts and Portraiture, which allow students to gain a broad range of skills, while working to their own unique strengths and interests. Literacy and oracy skills are continually developed and applied while discussing their own work and the work of others. For extended writing students will analyse the work of Duncan Cameron, Guy Denning and Frida Kahlo demonstrating their ability to analyse and interpret the work of others while writing like an artist. Students will continue to demonstrate their ability to use art specific vocabulary while annotating their work. This allows students to document their progress while providing a written commentary of their art journey and explanations about their decision making.

Y11- Portfolio & Exam

Students begin art in year 11 by designing and completing their own independent project. This allows students the opportunity to investigate areas which they are interested in and encourages enhanced levels of creativity and risk taking. Students must demonstrate their ability to research their theme through the selection of appropriate artists and the gathering of photographic evidence and additional contextual evidence. Mock exams allow students the opportunity to develop outcomes for their independent project in the format of the summer exams, with a 10 hour time period dedicated to the realisation of their intentions. In January students commence work on their exam unit which runs in the same format as their previous projects, culminating in a 10 hour controlled assessment. Literacy and oracy skills are further developed while studying the work of others and discussing their own artwork. Students will routinely evaluate and critique their application of materials and techniques through a series of annotations, documenting their learning journey and explaining their artistic choices.

Y12 & 13 – Portfolio, Personal Study & Exam

In year 12 students begin their studies through a preliminary project looking at the refinement and exploration of range of art materials and processes. Students will apply a range of key skills including drawing, painting, mixed media and craft techniques to their work while studying the work of appropriate artists. Through in depth research students must develop their working style, taking inspiration from the work of their selected artists and applying it to develop their own unique art practice. In February of Y12 students will begin their own personal studies which will continue into year 13 and provide students with the opportunity to work on an independent theme of their choosing, tailored to their interests and artistic strengths. In addition while working on their personal studies students must apply their literacy skills in order to produce a 3000 word essay supporting their practical work. To finish in year 13 students will complete the exam element of the course which begins in February. The structure of the exam is very much in line with their previous projects studied in both Y12 and 13 as well as at GCSE and will culminate in a 15 hour controlled assessment, allowing students to realise their intentions for their selected exam unit.

ART Assessment Map:

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 7 Cycle 2	Observational Drawing	Observational Studies focusing upon Line, Shape & Tone (Tie & Bottle)	Formative
		Observational Studies focusing upon Texture & Form (Boot)	Summative
		Extended Writing – Mark Powell	Summative
Year 7 Cycle 2	Ceramics Painting & Drawing	Observational Drawing and Creative Designs	Formative
		Ceramic Fish Tiles – Form & Colour Application	Summative
		Extended Writing – Julian Smith	Summative
Year 7 Cycle 3	Painting	Colour Theory and paint application	Formative
		Design, Paint Application & Colour Mixing – Heather Galler	Summative
		Extended Writing – Franz Marc	Summative
Year 8 Cycle 1	Observational Drawing	Observational Bug Drawings – Line, Shape Tone, Texture & Form	Formative
		Experimental Drawing Techniques	Summative
		Extended Writing – Cornelia Hesse Honneger	Summative
Year 8 Cycle 2	Print Making	Mono Printing	Formative
		Reduction Lino Printing	Summative
		Extended Writing- Sylvia Ji	Summative
Year 8 Cycle 3	Ceramics & Illustrative Drawing	Pinch Pot Monsters	Formative
		Colour Application & Illustrations	Summative
		Extended Writing – Nick Park	Summative

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 9 Cycle 1	Drawing & Mixed Media	Observational Drawing – Proportion & Texture	Formative
		Print Making & Mixed Media	Summative
		Extended Writing – Ian Murphy	Summative
Year 9 Cycle 2	Portraiture	Facial Features & Proportion	Formative
		Portraiture & Mixed Media	Summative
		Extended Writing – Iain McArthur	Summative
Year 9 Cycle 3	Surrealism	Noel Badges Pugh Pastiche	Formative
		Illustration Design Work	Summative
		Extended Writing – Noel Badges Pugh	Summative
Year 10 Cycle 1	Component 1: Exploring Materials & Processes AO2 & AO3	Sketchbook Review – All work to date against AO2 & AO3	Formative
		Sketchbook Review – All work to date against AO2 & AO3	Summative
		Extended Writing – Duncan Cameron	Summative
		Sketchbook Review – All work to date against AO2 & AO3	Formative
		Sketchbook Review – All work to date against AO2 & AO3	Summative
Year 10 Cycle 2	Component 1: Develop, Explore & Refine, Record & Present AO1, AO2, AO3 & AO4	Sketchbook Review – All work to date against A)1, AO2 & AO3	Formative
		Sketchbook Review – All work to date against AO1, AO2 & AO3	Summative
		Extended Writing – Frida Kahlo	Summative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Formative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Summative
Year 10 Cycle 3	Component 1: Develop, Explore & Refine, Record & Present AO1, AO2, AO3 & AO4	Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Formative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Summative
		Extended Writing – Guy Denning	Summative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Formative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Summative

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 11 Cycle 1	Component 1: Develop, Explore & Refine, Record & Present AO1, AO2, AO3 & AO4	Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Formative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Summative
		Extended Writing – Independent Choice	Summative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Formative
		Sketchbook Review – All work to date against AO1, AO2, AO3 & AO4	Summative Holistic
Year 11 Cycle 2	Component 2: Develop, Explore & Refine, Record & Present AO1, AO2, AO3 & AO4	Component 2 – Externally Set Task (EXAM) – Students spend 12 weeks completing a body of work focusing upon their chosen question. **Summative Assessment relating to Component 2 can not occur due to exam board regulations. Any feedback regarding grades will link only to Component 1.	Formative Verbal Feedback Weekly
Year 11 Cycle 3	EXAM Component 2	10 Hour Controlled Assessment (EXAM) will take place during which students will complete a final outcome for Component 2.	Formative Verbal Feedback Weekly
A Level Summary of Assessment:			
Component 1- Preliminary Project Cycle 1 & 2 Y12			
<p>Students will receive one to one tutorials to discuss progress and skills development.</p> <p>Tutorial record sheets provide holistic formative assessment feedback across AO1, AO2, AO3 & AO4.</p> <p>Summative Assessment – Component 1 AO1, AO2, AO3 & AO4</p>			
Component 1: Personal Study Cycle 3 Y12 & Cycle 1 Y13			
<p>Students will receive one to one tutorials to discuss progress and skills development.</p> <p>Tutorial record sheets provide holistic formative assessment feedback across AO1, AO2, AO3 & AO4.</p> <p>Summative Assessment – Component 1 AO1, AO2, AO3 & AO4</p>			
Component 2 Externally Set Task			
<p>Students will receive one to one tutorials to discuss progress and skills development.</p> <p>Summative Assessment relating to Component 2 can not occur due to exam board regulations. Any feedback regarding grades will link only to Component 1.</p>			